

Apple Tree

Grade Level: 1st

Objective: Students will know so, mi, la and explore do. Students will understand ostinato and rondo form. Students will be able to dictate ta and ti ti. Students will be able to create rhythm and melody connecting to previous experiences and using movement and literacy. Students will be able to perform using voices, untuned percussion, and a broken bordun ostinato on pitched percussion.

Materials: Kodaly Apple Tree Worksheet, Purposeful Pathways Book 1 pg. 75, popsicle sticks

Goals: Students will be able to create, perform, and connect through singing, playing, and composition.

Skills: singing, exploring, moving, playing instruments, dictating, literacy

Standards: MU:Cr.1.1b (creating melody), MU:Cr.2.1.1a (personal interests influence expressive ideas), MU:Cr.3.2.1a (presenting ideas to peers), MU:Pr.4.2.1b (reading and dictating), MU:Pr.6.1.1a (performing with expression), MU:Re.7.1.1a (connecting to interests), MU:Cn.10.0.1a (connecting to experiences)

Process:

- Warm up voices using solfa
- Teacher introduces the song “Apple Tree.”
- Students play the Game, “Apple Tree.” [Apple Tree](#)
 - Students stand in a circle holding hands
 - Teacher and one student stand on either side of the circle
 - Students move under the bridge, and on the word “out,” the teacher and student bring hands down on the word out. The student who is caught becomes part of the tree.
 - Play continues until all students join the tree.
- Students read rhythm patterns including ta and ti ti.
- Students complete dictation worksheet, “Apple Tree.”
- Students explore movement possibilities around harvesting and cooking with apples.
- Students mime actions while speaking a rhythmic ostinato.
 - “Pick up all the apples” (ta ta ti ti ti ti)
- Students form groups of 2-3 to make up a phrase using apples.
 - Eg. “Roll the dough,” “Chop up Apples” etc.
- Students mime and move to their ostinato creation.
- Students share their ideas with the class.
- Students will notate the rhythm of their ostinato using popsicle sticks.
- Students will transfer speech and movement ostinato to untuned percussion.
- Teacher will prepare a broken bordun with patting, using alternating hands.

- Students will sing the song while patting the bordun.
- Students will transfer the ostinato to bass xylophone/bass metallophone.
- Students will sing the song “Apple Tree” while some students play the bordun.
- A group will add their untuned ostinato to the broken bordun.
- Students will choose a 4-beat rhythmic motive by choosing 2 types of apples with rhythmic building blocks.
 - Brae-burn, Granny Smith, Red Delicious, Crab Apple, Gala, York
- Students will practice clapping the pattern 4 times.
- Students will add melody with so, la, and mi.
- Students will create a grand rondo with the song “Apple Tree” as the “A” section, and each student's composition as the B, C, D, etc. sections.

Assessment:

(See rubric for more thorough assessment)

- Students will be assessed on the accuracy of their “Apple Tree” dictation worksheet.
 - 3: Student correctly identifies all notes on worksheet
 - 2: Student correctly identifies some of the notes on the worksheet
 - 1: Student doesn't identify most of the notes on the worksheet
- Students will be assessed on their rhythmic ostinato.
 - 3: Student creates an ostinato that connects to experiences with interest and movement.
 - 2: Student creates an ostinato that connects to some experiences with some interest and movement.
 - 1: Student creates an ostinato that doesn't connect to experiences and lacks interest or movement.
- Students will be assessed on their rhythm composition.
 - 3: Student performs rhythm pattern with expression.
 - 2: Student performs rhythm pattern with some expression.
 - 1: Student struggles to perform rhythm pattern with expression.
- Students will be assessed on their melodic composition.
 - Student creates melody using so, la, and mi.
 - Student creates melody using only so and mi.
 - Student creates melody using only so, or is not on a given note.

Instructional Strategies: collaboration, whole-group instruction, music and songs, prior knowledge activation, hands-on learning, experiential learning

Differentiation: collaboration, visual, aural, and kinesthetic instruction